



## Working in a Pizza Parlor

**Grades:** K-3  
**Time:** One class period  
**Subjects:** Career awareness, language arts, and social sciences (Math is optional for older students if process includes waiters making change for pizza purchases.)

**Description:** This activity will give students an opportunity to explore their attitudes about male/female roles in the workplace as well as various jobs in the food service industry, and they will learn about the importance of teamwork.

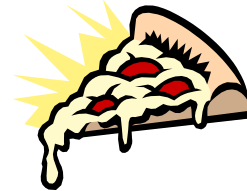
### Objectives

Students will be able to:

- Identify various jobs within the food service industry.
- Understand that jobs aren't gender specific and equal opportunities are available to both men and women.
- Understand the importance of teamwork.

### Materials:

- Paper money (if math option is included)
- Scrap paper to take customer orders and to use as receipts
- Colored construction paper
- Colored pens and markers
- Scissors
- Tables for assembly line and mock restaurant seating
- Cardboard or poster board to make pizza crust shells
- Optional: Paper plates, cups



### Procedure:

1. Construct round pizza crust shells using cardboard or poster board.
2. Construct several toppings from the colored construction paper (onions, green peppers, mushrooms, cheese, pepperoni, sausage, etc.)
3. Make menus for pizza parlor using construction paper and pens.
4. Have some students play customers and order pizzas, and drinks.
5. Have some students play waiters to take orders and make change.
6. Have the other students construct the pizzas in an assembly line.
7. Observe students making pizzas and taking orders. Suggest that they select a manager to oversee production.
8. Rotate students as customers, waiters, pizza makers, and manager.
9. Lead a discussion about the activity. Ask students to think about the following:
  - a. Were there any jobs that only the girls could do? Were there any jobs that only the boys could do?
  - b. Was it fun to work in the pizza parlor?
  - c. What was hard about the job you did?
  - d. What would happen if a person did not do his or her job?
  - e. Why did we need a manager?

### Evaluation:

Evaluation will be based on student participation in the various roles and class discussion on the items covered in step 9.



Source: *Career Development Activities*, CIMC, Oklahoma Department of Career and Technology Education, ©2002.